



School Action Plan

SECTION 1: THE BACKGROUND

School Name: ___Inglemoor High School_____

Year: ___26-27___

The Central Vision: (North Star) ___Helping students build confidence and find academic success in Algebra 1 classes at Inglemoor High School. _____

Focus Population: (Who is the furthest from racial and educational justice?) ___Students from Spanish-Speaking Families in Algebra 1_____

Learning Problem: (Big Picture) ___Algebra 1 remains our most failed class, especially among our population of students from Spanish-Speaking Families. Many students in this demographic are arriving at IHS 3-7 grade levels behind. We are struggling to support our instructional staff in meeting such a wide foundational skill gap in the same classroom to the point where all students learn and find success in the Algebra 1 content. _____

SECTION 2: THE SYSTEMIC NARRATIVE

ROOT CAUSE

The central node or pattern that connects your academic, behavioral, and cultural challenges.

The Holistic Inquiry	Response
The Surface Symptoms (What data points are flashing red?)	<i>iReady scores from our incoming 9th graders show the gap of foundational skill level for math, and where the gap widens.</i>
The Systemic Root (What are the causes? Are they interconnected and how?)	<i>4th grade math is a stagnation area for many students, and the gap widens between grades 4 and 8. This is when fractions are taught. Starting with fractions, confidence begins to fracture and students begin to see themselves differently as it relates to math. We need to help them learn the foundational skills they need, build the confidence, celebrate successes, and find growth in Algebra 1.</i>

SECTION 3: THE INTERCONNECTED ACTION MAP

THEORY OF ACTION

Based on data and interviews from past years, we believe that if we focus on relevance (instruction), engagement, collaboration (Culture) and increase supports (Systems) within the classroom, students will build confidence in math, become a more active learner in Algebra, and will find academic success. This is

because students will be able to have questions addressed more quickly (Systems), multiple opportunities to show how they know (instruction), and an ability to problem-solve with one another (Culture). As math confidence increases, student achievement will increase as well.

SYSTEMIC GOAL:

(e.g., Increase Student Agency to drive Academic Mastery)

Multidimensional Systems	Strategic Activities (The "Work")	Resource Inputs (The "Fuel")
Instruction (Instructional & Academic)	Activity: <i>Implementing an intentional and targeted co-teach in Algebra 1 classes. When we visit classes, we're looking for student engagement, questions answered quickly, movement around the classrooms, small groups at whiteboards, stations, and student collaboration.</i>	Resources: <i>Co-Teach 101, visits to well-run co-teach classrooms,</i>
Culture (Cultural & Emotional)	Activity: <i>Expand our Math Mentors program and focus on students in Algebra 2/Trig to help students get questions answered and real-time support in the classroom.</i>	Resources: <i>Students. Math Mentors as identified by math teachers and recruited by teachers, administrators, and counselors.</i>
Structure (Structural & Policy)	Activity: <i>Setting up a common prep for co-teachers. Providing release time for co-teach planning. Math Mentor Training. We tie our MTSS work into Student Growth Goals, and each department chooses a Tier 1 intervention to work on together, parent involvement is targeted in tier 2, and each teacher focuses on building a solid relationship with 1-2 students struggling the most for tier 3. This helps ensure that every student is getting their needs met.</i>	Resources: <i>Comprehensive Schedule Document, Principal's Discretionary fund, Training Materials.</i>

SECTION 4: THE RIPPLE EFFECT SCAN

SYSTEMS THINKING

Holistic leaders anticipate consequences. Before acting, scan for how this plan might unintentionally hurt

another part of the system.

Potential Negative Ripple	The Mitigation Strategy	Cross-System Connection
<i>Math mentors could be ineffective or co-teachers may not work well together.</i>	<i>e.g., Provide structured intervention-based feedback for mentors and reset expectations. Further training for co-teachers.</i>	<i>The systems level work we do will transfer into culture through the implementation of the work in the classroom.</i>
<i>Teachers could have philosophical differences in assessment and instructional practices.</i>	<i>We will continue the conversation and find something we do agree on within this category and work together toward that conclusion. This doesn't go anywhere without teacher buy-in.</i>	<i>This goes between systems and instruction as we focus on instructional philosophy and make it work within our grading systems.</i>

SECTION 5: MONITORING THE WHOLE

LEAD INDICATORS

Don't just measure the test score (Lagging). Measure the health of the change (Leading).

Metric Type	Indicator Description	Frequency of Review
The Process Metric <i>(Are we doing it?)</i>	<i>% of adults and mentors in Algebra 1 classrooms. We are aiming for a 5:1 ratio.</i>	<i>Quarterly</i>
The Experience Metric <i>(How does it feel?)</i>	<i>Student survey results on teaching practices (focus on project-based or hands-on teaching). We will have one survey in the fall to gather baseline data and one in the spring.</i>	<i>Quarterly</i>
The Outcome Metric <i>(Did it work?)</i>	<i>Reduction in failing grades, increase in confidence for both students and teachers that students are prepared for Geometry.</i>	<i>Semesters</i>

Summary of the Changes

(How has the work articulated in the SAP changed the learning experience for your focus population? What are the next logical steps to address your learning problem?)

The work articulated in our SAP is a culmination of what we've learned from multiple years tackling this issue. While this is a K-12 systemwide issue that we hope is being addressed also at the elementary and middle

school level (we've helped identify focus points), we believe that co-teaching and utilization of math mentors paired with more regular assessments and feedback to students can help to ensure learning occurs, to grow confidence, and can get us the results we want in 9th grade to get our students who are behind back on track. We will utilize fewer pull-out interventions and focus on in-class, but will leave room to make adjustments as needed.

Additionally, this connects to the KPIs for NSD of 4 years of math, as a strong foundation in Algebra 1 prepares students for future levels of math and quantitative courses. Students that fail Algebra 1 are much less likely not to pursue 4 years of math. Getting math confidence up in 9th grade in Algebra 1 is so important, especially for our target subgroup of students.

Our goal also connects to the focus on CADR's because students who complete Algebra 1 not only meet graduation requirements, but are prepared to pursue other courses which also meet entrance requirements for 4 year colleges and universities. By building the foundation, we're setting students up for success in high school and beyond by meeting both KPI metrics.